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**1. Describe literacy attendance. Discuss advantages and disadvantages.**

Literary attendance is used in the morning and takes up about 10 minutes that can be used as a “good morning” activity. Literary attendance is a way the children can share what they have been learning with the class. The students are applying their learning to explaining what they have been reading outside of class. An advantage is the students are still able to share information with the class that is literacy based. A disadvantage is some children will be reluctant to share with the class. This is a good way to allow the children to share information with the class while keeping it educational.

**2. Define gradual release of responsibility and give examples?**

Gradual release of responsibility is used to take a child from modeling the reading process to making the child an independent reader. This begins with teacher modeling by showing the children how and uses think alouds throughout the class. Then the class goes to a guided practice where the students become more independent and use scaffolding to help the students throughout the reading process. Students become more independent where the teacher is beginning to let go and the child begins to do more on their own. The students are able to apply the strategies to read independently in class. An example can be when a child learns to tie their shoes. The parent models and scaffolds how to tie a shoe until the child grasps the process.

**3. Discuss ways to create a “culture for thinking” early in the school year.**

Miller discusses the importance of creating a community in the classroom. The skills the children learn in the classroom when treating their peers with respect are the same skills they will use in the real world. Creating a culture for thinking begins with building relationships among students in the classroom. Miller gives each child a positive compliment everyday so the students feel appreciated. Respect in the classroom is important also listening to others when talking and give positive feedback to their peers. Another way to create a culture for thinking involves establishing mutual trust. This can be established by listening to each student and responding to their individual needs. Giving each child responsibility in the classroom and making them each feel important. This is a good method to making a well rounded class of students that respect each other and the teacher.

**4. How can the procedures from Reading Workshop be applied to classrooms with a basal reading program?**

By using the parts of the Reading workshop the students can add this to a basal reading program. The students can choose books from the basket to read in the morning and share for the literacy attendance time. Letting the children chose their own book to read is important so they become interested in what they read. This would be something to add and incorporate more reading into the classroom. Using read alouds with a song book is another element to incorporate a different part of reading in to the classroom. Sharing is a great way for the students to interact and share what they have been reading with the class. Miller using a lot of modeling in her classroom to promote reading. Modeling is good to show the student how important reading is everyday.

**5. How do you feel about teaching decoding and strategies for comprehension “side by side”?**

I like Miller’s method of teaching the skills “side by side” she uses some good concepts in the classroom. Comprehension is a skill that children should be learned at a young age. Miller uses the charts and sticky notes in her classroom to let the students write about what they have read. Visualizing and inferring while reading are skills that the students will need when they get older. These little steps that Miller uses in the classroom are building the students schema and build knowledge for the future.

**6. Define schema as it relates to the teaching of reading. What do you know about building schema? Have any of your ideas about the importance of schema changed as a result of reading this chapter?**

Schema is all the knowledge that has already been obtained and new information builds on the prior knowledge. Schema is your background knowledge. When students build their schema they use a framework and make connections to the text. Students can build their schema using text to text and text to self connections. Another element that is good is using text to world to help build schema to use in the world. I like a lot of Millers ideas in this chapter to build schema. She brings out some elements that can be used in any classroom.

**7. Have you had an experience similar to any of these, individually or engaged with others?**

I like the way that Miller uses anchor lessons when reading. This helps the students to build mental images, clarify thinking and draw conclusions. Mental images are a good way to help with comprehension and to build on the schema. During my observations I have not seen any teachers use a chart or any mental images to help the students. But this is a good tool to use in the future in a classroom.

**8. Discuss alternatives to “neatly stapled stacks of worksheets?**

Instead of using worksheets in the classroom I would like to use more interactive elements to get the students involved. Using charts with sticky notes where the students can work together. The students can create a story map, venn diagram, or a web about the story make connections. This can also assist with comprehension and the students can learn from each other.

**9. Define inferring and discuss the importance of this skill for higher level learning.**

When students infer they use prior knowledge and parts of the text to build conclusions based on what they know. This requires a lot of the skills that the students have already obtained. Inferring requires the students to dig deeper into the text and make predictions on what they think is going to happen. The students can begin to read between the lines. This can be down by completing a picture walk before reading the story to see what the students think is going to happen based on the pictures.

**10. What do teachers need to understand about teaching children to use questioning to develop reading skills?**

If the teacher models asking questions throughout the reading then the students can begin to use the skill throughout their reading. Students can begin to ask questions before, during and after a reading to help with understanding. While reading questioning is important to clarify the meaning of the text. Miller has some good ideas of charts and different ways to incorporate questioning in the reading process. Developing an “I wonder” chart where students can post their questions throughout the reading. These are all ways to develop a questioning process while reading with the students.

**11. Discuss the ways a teacher can help children to recognize and use, as aides to understanding, the features of nonfiction text.**

Miller uses a good method of having the students get with a partner and make predictions about what they expect to learn after reading a nonfiction book. Using notebooks to write down important information while reading nonfiction is a good method. Students can decide what is important enough to write in the notebook. Miller also uses the wonder method with nonfiction by having the students put questions in a basket and then after reading the class can answer the questions. This method builds on other characteristics that the students have already learned and helps them locate specific information in the text.

**12. Compare the children’s writing in this chapter to the writing you are seeing in local schools. Look for evidence of synthesis at your fieldwork location and describe what you are seeing.**

I am placed in a second grade classroom where they are still working on using capitals and periods when writing. The CT and I have to help a lot of the students get their thoughts onto the paper. The students in the chapter have much more thought out writings than what I have been seeing. I have not seen much synthesizing in the classroom where I am observing. There writing is improving everyday and by the end of the year they will be writing much better.